

Saluda Middle School

140 Ivory Key Rd
Saluda, SC 29138

Grades	6-8 Middle School	
Enrollment	531 Students	
Principal	Shawn Love	864-445-3767
Superintendent	Dr. Pete Stone	864-445-8441
Board Chair	Allen Harmon	864-445-7249

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	10	33	4

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

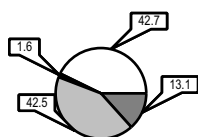
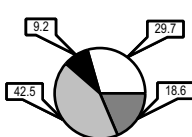
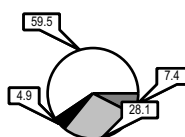
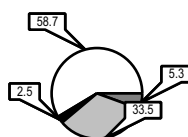
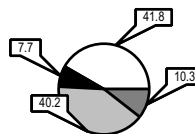
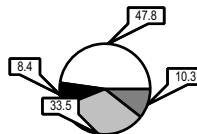
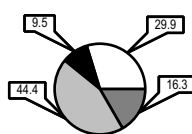
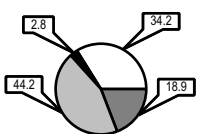
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.4
English 1	N/A	92.5
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	N/A	95.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	512	100.0	42.8	42.4	13.1	1.6	21.7	No	Yes
Gender									
Male	259	100.0	46.5	42.4	9.8	1.2	15.5	N/A	N/A
Female	253	100.0	39.1	42.4	16.5	2.1	28.0	N/A	N/A
Racial/Ethnic Group									
White	272	100.0	28.2	49.0	19.7	3.1	31.7	Yes	Yes
African American	183	100.0	57.9	35.4	6.7	0.0	11.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	56	100.0	66.0	32.0	2.0	0.0	8.0	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	440	100.0	35.0	48.1	15.0	1.9	25.0	N/A	N/A
Disabled	72	100.0	91.2	7.4	1.5	0.0	1.5	No	Yes
Migrant Status									
Migrant	11	100.0	81.8	18.2	0.0	0.0	9.1	N/A	N/A
Non-Migrant	501	100.0	41.9	43.0	13.4	1.7	22.0	N/A	N/A
English Proficiency									
Limited English Proficient	31	100.0	84.6	15.4	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	481	100.0	40.5	43.9	13.9	1.7	22.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	328	100.0	54.0	37.5	7.8	0.6	13.3	No	Yes
Full-pay meals	184	100.0	23.5	50.8	22.3	3.4	36.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	512	100.0	29.5	42.6	18.6	9.2	39.5	Yes	Yes
Gender									
Male	259	100.0	31.8	39.2	19.6	9.4	38.0	N/A	N/A
Female	253	100.0	27.2	46.1	17.7	9.1	41.2	N/A	N/A
Racial/Ethnic Group									
White	272	100.0	19.7	39.8	25.1	15.4	53.3	Yes	Yes
African American	183	100.0	39.3	48.9	10.1	1.7	21.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	56	100.0	46.0	36.0	14.0	4.0	30.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	440	100.0	22.9	45.0	21.4	10.7	45.2	N/A	N/A
Disabled	72	100.0	70.6	27.9	1.5	0.0	4.4	No	Yes
Migrant Status									
Migrant	11	100.0	36.4	54.5	0.0	9.1	9.1	N/A	N/A
Non-Migrant	501	100.0	29.4	42.3	19.1	9.2	40.3	N/A	N/A
English Proficiency									
Limited English Proficient	31	100.0	65.4	30.8	3.8	0.0	7.7	I/S	I/S
Non-Limited English Proficient	481	100.0	27.5	43.3	19.5	9.7	41.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	328	100.0	36.6	46.3	12.6	4.5	28.8	Yes	Yes
Full-pay meals	184	100.0	17.3	36.3	29.1	17.3	58.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	512	100.0	59.6	28.1	7.4	4.9	12.3
Gender							
Male	259	100.0	56.7	29.8	6.9	6.5	13.5
Female	253	100.0	62.6	26.3	7.8	3.3	11.1
Racial/Ethnic Group							
White	272	100.0	42.9	37.8	11.6	7.7	19.3
African American	183	100.0	79.2	16.3	2.8	1.7	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	56	100.0	78.0	18.0	2.0	2.0	4.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	440	100.0	54.3	31.9	8.1	5.7	13.8
Disabled	72	100.0	92.6	4.4	2.9	0.0	2.9
Migrant Status							
Migrant	11	100.0	90.9	0.0	0.0	9.1	9.1
Non-Migrant	501	100.0	58.9	28.7	7.5	4.8	12.4
English Proficiency							
Limited English Proficient	31	100.0	96.2	3.8	0.0	0.0	0.0
Non-Limited English Proficient	481	100.0	57.6	29.4	7.8	5.2	13.0
Socio-Economic Status							
Subsidized meals	328	100.0	72.5	21.0	3.2	3.2	6.5
Full-pay meals	184	100.0	37.4	40.2	14.5	7.8	22.3

Social Studies							
All Students	512	100.0	58.6	33.6	5.3	2.5	7.8
Gender							
Male	259	100.0	56.3	35.9	4.9	2.9	7.8
Female	253	100.0	60.9	31.3	5.8	2.1	7.8
Racial/Ethnic Group							
White	272	100.0	44.4	42.1	9.7	3.9	13.5
African American	183	100.0	74.2	24.2	0.6	1.1	1.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	56	100.0	78.0	22.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	440	100.0	53.1	38.1	6.0	2.9	8.8
Disabled	72	100.0	92.6	5.9	1.5	0.0	1.5
Migrant Status							
Migrant	11	100.0	81.8	18.2	0.0	0.0	0.0
Non-Migrant	501	100.0	58.1	34.0	5.5	2.5	8.0
English Proficiency							
Limited English Proficient	31	100.0	96.2	3.8	0.0	0.0	0.0
Non-Limited English Proficient	481	100.0	56.5	35.3	5.6	2.6	8.2
Socio-Economic Status							
Subsidized meals	328	100.0	70.2	25.2	3.9	0.6	4.5
Full-pay meals	184	100.0	38.5	48.0	7.8	5.6	13.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	49.7	29.8	17.9	2.6	20.5
	7	193	100.0	42.9	42.3	12.6	2.2	14.8
	8	166	100.0	32.1	46.5	18.2	3.1	21.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	44.9	43.6	9.6	1.9	11.5
	7	158	100.0	40.5	46.6	10.8	2.0	12.8
	8	192	100.0	42.9	38.0	17.9	1.1	19.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	23.8	39.1	25.8	11.3	37.1
	7	193	100.0	33.0	37.9	15.4	13.7	29.1
	8	166	100.0	30.8	49.1	12.6	7.5	20.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	21.2	41.0	26.3	11.5	37.8
	7	158	100.0	23.6	46.6	22.3	7.4	29.7
	8	192	100.0	41.3	40.8	9.2	8.7	17.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	55.6	26.5	10.6	7.3	17.9
	7	193	100.0	58.2	28.6	8.8	4.4	13.2
	8	166	100.0	61.6	32.1	6.3	0.0	6.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	62.2	24.4	9.0	4.5	13.5
	7	158	100.0	56.1	30.4	7.4	6.1	13.5
	8	192	100.0	60.3	29.3	6.0	4.3	10.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	60.9	25.2	8.6	5.3	13.9
	7	193	100.0	53.8	36.3	6.0	3.8	9.9
	8	166	100.0	47.8	36.5	13.2	2.5	15.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	64.7	30.1	5.1	0.0	5.1
	7	158	100.0	60.8	31.8	3.4	4.1	7.4
	8	192	100.0	51.6	38.0	7.1	3.3	10.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 531)				
Students enrolled in high school credit courses (grades 7 & 8)	46.8%	Up from 38.1%	15.0%	16.7%
Retention rate	3.8%	Down from 3.9%	2.6%	2.5%
Attendance rate	96.5%	Down from 96.8%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.6%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.5%	0.3%	1.0%
Eligible for gifted and talented	14.3%	Up from 12.7%	14.4%	15.6%
On academic plans	65.8%	N/AV	46.6%	39.9%
On academic probation	0.0%	N/AV	1.1%	0.7%
With disabilities other than speech	12.0%	Up from 11.8%	13.4%	12.4%
Older than usual for grade	6.0%	Up from 4.5%	5.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Down from 53.3%	48.3%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	27.9%	N/A	8.9%	9.1%
Teachers with emergency or provisional certificates	18.2%	Up from 17.4%	5.4%	5.6%
Teachers returning from previous year	69.8%	Up from 69.6%	83.0%	84.6%
Teacher attendance rate	97.2%	Up from 95.8%	94.9%	94.8%
Average teacher salary	\$36,354	Down 5.3%	\$41,284	\$42,267
Prof. development days/teacher	14.4 days	Down from 15.9 days	12.6 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 23.0 to 1	20.3 to 1	21.1 to 1
Prime instructional time	92.2%	Up from 90.0%	88.9%	89.0%
Dollars spent per pupil*	\$4,458	Down 0.6%	\$6,025	\$6,243
Percent of expenditures for teacher salaries*	66.0%	Up from 65.0%	61.1%	59.8%
Percent of expenditures for instruction*	66.5%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.8%	Up from 88.3%	97.5%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Saluda Middle School marked the third year of our literacy initiative. Language Arts and Special Education teachers are currently engaged in ongoing, district-wide professional development regarding literacy, reading, and writing strategies. All faculty members have also received intense, ongoing training in writing across the curriculum. As a result, over 80% of students passed the writing portion of PACT in grades six, seven, and eight. We scheduled professional development and literature circles for teachers geared towards research-based reading strategies that have been proven to help adolescents. Guided Reading instruction continues to be implemented based on the reader's text level to address strengths and weaknesses in literacy. Monies were spent to enrich our literature resources in our Media Center. Academy Time was continued as an extra class period where students were scheduled for intense reading and/or math instruction at the students' levels.

We continued to utilize a grant to house a school-based Mental Health Counselor in order to focus on prevention programs for individual and small group counseling. We continued with a second computer literacy course and offered keyboarding for high school credit. Staff members were trained in integrating technology with the use of interactive whiteboards and all faculty were provided monthly professional development regarding English speakers of other languages.

The PTA was instrumental in assisting the school with various functions related to helping our students. Throughout the year the PTA held several business meetings in conjunction with other school functions such as dances and book fairs. Over 200 family members attended an extremely successful parent night involving reading, writing, and math instruction. Our PTA implemented two \$250 scholarships for rising ninth graders.

Before and after school, SMS held the following extracurricular activities: chess club, Project MIND (Math Is Not Difficult), BETA club, drama club, poetry club, athletics, and Fellowship of Christian Athletes. Students performed a year-end dramatic presentation sponsored by the drama club. Seven students were identified as South Carolina Junior Scholars, and 22 students were identified as academically qualified to participate in the Duke University Talent Identification Program.

HOSTS (Helping One Student To Succeed) was implemented for the fourth year at SMS and involved having mentors from the community volunteer with seventh grade math students who would benefit from the one-on-one interaction for academic support. All students were given the opportunity to participate in job shadowing and career awareness programs. Again, almost 400 students benefited from venturing out into the community to get a firsthand look at the job market.

Sarah Osborne, School Improvement Council Chair
Shawn Love, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	162	64
Percent satisfied with learning environment	100.0%	78.4%	78.1%
Percent satisfied with social and physical environment	100.0%	83.9%	82.8%
Percent satisfied with school-home relations	67.6%	86.3%	70.3%

*Only students at the highest middle school grade level at this school and their parents were included.